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BUSINESS TRAINING:

Content, Enrollment and Delivery

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Working Paper 89-11**BUSINESS TRAINING:
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by

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SUMMARY

This report summarizes the general business training enrollment trends in Ontario and has been prepared at the request of the Creative Head, Home Studies, English Program Services, to provide background planning information for the appropriate selection or development of relevant business training programming.

The research findings are based on telephone interviews with various business training suppliers, a review of popular and government literature and interviews with representatives of both large and small business. Many of the findings parallel the findings of previous research completed by the department of Planning and Development Research in the last five years, most notably: the *Labour Market Transition Study* (July 1989, revised January 1990); *External Environment Papers* (April 1988); *Trends and Their Implications for Planning in Part-Time Learning* (October 1986) and the *Feasibility Study on Management Training Through Independent Study* (May 1984).

The report makes a distinction between **accredited** business training provided through educational institutions and **non-credit** training which is also provided through these institutions as well as through private consultants and the in-house personnel divisions of many businesses. Changes in delivery trends and the general characteristics of part-time learners were also included in the research. The report's key findings are summarized as follows:

Enrollment Trends in Accredited Business Training

- Most **traditional** business courses are still in demand.
- Demand for training in **automation and computer applications** in business will remain high.
- Demand for courses in **small business management, human resource management, business communication, and interpersonal skills** will increase.
- New areas of demand for training will be in **international business, import ; and exporting, customer service, inventory management, telecommunications management, and occupational health and safety.**

- Declining areas of training demand are **hotel and food management** and **fashion and retail management**.

Enrollment Trends in Non-Credit Business Training

- **Non-credit business training** is growing **faster** than accredited training.
- Demand is increasing for training in **interpersonal communication, human resource management, business communication techniques, organizational behaviour, and supervisory skills**.
- Slower demand for these courses is occurring in **Northern Ontario**.
- Training in **contemporary issues** such as **new taxation laws, pay equity, environmental concerns**, and so on will continue as new issues arise.
- **Consulting firms** that offer non-credit training will begin to target **middle management, clerical staff, and production workers** and more of their training will concentrate on **interpersonal business skills development, literacy, and numeracy**.

Training Needs of Business

- **Large companies** will **reimburse** employees for outside accredited training.
- Even so, they prefer to provide non-credit training through their own **in-house training divisions**.
- Training in **creative problem-solving** and in **interpersonal communication** are most desired since companies prefer to hire people who already possess *hard skills*.
- The need for training in **workplace literacy and numeracy** is increasing.
- **Small business** needs training in **all areas** of business, but will need extra information on **taxation, international trade, and international marketing**.

- **Small businesses** need training and information to be provided in a **concise, non-credit** format and in a **style** that examines **case studies** and **specific problem-solving techniques**.

Participation and Delivery Trends

- Most adult part-time learners in credited business training courses are **women seeking career advancement** who **pay for their training themselves**. Professional **certification** is their main goal.
- Employers **reimburse** employees (men and women) for training that is specifically **job-related only**.
- Adult learners prefer specific information that will directly benefit their present situation.
- Adults prefer **seminars, role play, and team exercise** learning.
- Available **educational video** programs make important contributions to teaching and more media resources are desired specifically as supplementary materials.

The Ontario government, educational institutions and business are all responding to the seriousness of the business training needs described in this paper. TVOntario has a potentially enormous contribution to make to these new partnerships and cooperative efforts.

RÉSUMÉ

Le présent rapport porte sur les tendances générales des inscriptions aux cours de commerce en Ontario et a été préparé à la demande du directeur de création, Études à domicile, Services de la programmation anglaise. Ce rapport vise à présenter des données sur lesquelles pourront s'appuyer le choix ou l'élaboration de cours appropriés sur la formation aux affaires.

Les constatations de la recherche proviennent d'entrevues téléphoniques menées auprès de divers fournisseurs de cours de commerce, de l'étude de documents s'adressant à la population ou préparés par le gouvernement, et d'entrevues avec des représentants de petites et de grandes entreprises. Bon nombre des constatations rejoignent les résultats de recherches effectuées par le Service de planification et de recherche en développement au cours des cinq dernières années, en particuliers : *Projet d'adaptation au marché du travail* (février 1990) ; *External Environment Papers* (avril 1988) ; *Trends and Their Implications for Planning in Part-Time Learning* (octobre 1986) ; et *Feasibility Study on Management Training Through Independent Study* (mai 1984).

Le rapport établit une distinction entre les cours d'administration donnant droit à des crédits offerts par les établissements d'enseignement et les cours n'ouvrant pas droit à des crédits qui sont également fournis par ces établissements ainsi que par des experts-conseils privés et la division du personnel de nombreuses entreprises. La recherche porte également sur l'évolution des tendances au niveau de l'exécution et sur les caractéristiques générales des étudiants à temps partiel. Les principales conclusions du rapport se résument comme suit :

Tendances des inscriptions aux cours d'administration donnant droit à des crédits

- La plupart des cours d'administration traditionnels sont encore en demande.
- La demande de cours sur l'automatisation et les applications informatiques dans le monde des affaires restera forte.

- La demande de cours sur la **gestion des petites entreprises**, la **gestion des ressources humaines**, les **communications d'affaires** et les **communications interpersonnelles** connaîtra une croissance.
- Il y aura une demande accrue pour des cours dans les domaines suivants : **commerce international**, **importations et exportations**, **service à la clientèle**, **gestion des stocks**, **gestion des télécommunications** et **santé et sécurité au travail**.
- La demande est à la baisse dans les domaines suivants : **gestion des services hôteliers et alimentaires**, et **gestion dans les domaines de la mode et du commerce de détail**.

Tendances des inscriptions au cours d'administration ne donnant pas droit à des crédits

- Ces cours connaissent une **croissance plus rapide** que les cours donnant droit à des crédits.
- La demande augmente pour les cours dans les domaines suivants : **communications interpersonnelles**, **gestion des ressources humaines**, **techniques des communications d'affaires**, **comportement organisationnel** et **aptitudes pour la supervision**.
- La demande pour de tels cours connaît une croissance plus lente dans le **Nord de l'Ontario**.
- Les cours portant sur les **questions d'actualité**, comme les **nouvelles lois fiscales**, **l'équité salariale**, **l'environnement**, etc, continueront d'augmenter à mesure que de nouvelles questions seront soulevées.
- Les **experts-conseils** qui offrent des cours n'ouvrant pas droit à des crédits commenceront à cibler les **cadres intermédiaires**, le **personnel de bureau** et la **main-d'œuvre ouvrière**, et un nombre de plus en plus grand de leurs cours portera sur le **perfectionnement des aptitudes interpersonnelles**, et offrira des **programmes d'alphabétisation** et de **notions de calcul**.

Besoins en formation des entreprises

- Les **grandes entreprises remboursent** les employés qui suivent des cours à l'extérieur donnant droit à des crédits .
- Elles préfèrent cependant offrir des cours ne donnant pas droit à des crédits par l'**intermédiaire de leurs propres services de la formation professionnelle**.
- La formation en **compétences de résolution créative de problèmes** et aux **communications interpersonnelles** est privilégiée car les compagnies préfèrent engager des gens qui possèdent déjà des *compétences démontrées*.
- La nécessité d'offrir des programmes d'**alphabétisation** et d'**améliorer les notions de calcul au travail** est de plus en plus pressante.
- Les **petites entreprises** ont besoin de formation dans tous les secteurs des affaires, en particulier la **fiscalité**, le **commerce international** et le **marketing international**.
- Les **petites entreprises** ont besoin de cours dans un format concis, sans crédit et dans un style qui fait appel à des **études de cas** et des **techniques précises de résolution des problèmes**.

Tendances de la participation et de l'exécution

- La plupart des étudiants adultes à temps partiel qui suivent des cours d'administration donnant droit à des crédits sont des **femmes** qui veulent **progresser dans leur carrière** et qui paient elles-mêmes leurs cours. Leur but premier est l'**accréditation professionnelle**.
- Les employeurs **remboursent** aux employés (hommes et femmes) uniquement les frais des cours qui se rapportent à leur emploi.
- Les étudiants adultes préfèrent des **renseignements précis** qui améliorent **directement** leur situation actuelle.
- Les adultes préfèrent apprendre au moyen d'**ateliers**, de **jeux de rôle** et d'**exercices en équipe**.
- Les programmes **éducatifs sur vidéocassettes** constituent un soutien important à l'enseignement et on désire d'autres ressources médiatiques comme matériel supplémentaire.

Les gouvernements de l'Ontario, les établissements d'enseignement et les entreprises essaient tous de répondre de leur mieux aux besoins énormes décrits dans ce rapport. TVOntario peut contribuer de façon remarquable à ces nouvelles initiatives d'association et de coopération.

INTRODUCTION

This report identifies changing enrollment trends in business training courses and programs in Ontario. Its purpose is to provide Home Studies with information about current business training trends and to suggest areas in which additional Home Studies programming may be most worthwhile.

Two main types of business training -- **credit** and **non-credit** -- are available. **Credited** business education programs are offered through the continuing education departments of formal institutions such as colleges and universities. Most of these programs lead to some kind of diploma, certificate, or degree and may be recognized by one or more professional business associations. The second category includes a wide range of **non-credit** seminars, workshops, and professional development courses. This training is also offered through colleges and universities, as well as through private consultants and the in-house personnel training divisions of many businesses.

This report presents the trends in course offerings and enrollment in both credit and non-credit training, the training needs of business, and current participation patterns and delivery methodologies. In each of these sections, key findings are followed by details of the research. A brief presentation of economic and workplace changes completes the main body of the paper.

The first appendix lists the main business programs offered by Ontario colleges and universities and the courses in each program. It also presents the enrollment trends experienced by each of the institutions approached for this research. The colleges and universities do not have easy access to or are reluctant to release actual enrollment numbers for these courses, and so the categories of increased enrollment, steady enrollment, and decreased enrollment have been used. Further research on specific course areas could pinpoint more exact figures. The second appendix lists the people and organizations contacted. The references and bibliography are found in the the last two appendices.

Research Objectives

Given the wide range of business courses/programs, business training suppliers, and the different types of business people and business activities, the study established two broad objectives. The first was to describe the demand for business training by identifying:

- enrollment trends for existing conventional business training provided through formal education centres such as colleges and universities.
- enrollment trends for existing short-term business training provided through informal seminars, workshops and non-credit courses.
- new areas of business training.
- changing characteristics of adult part-time business students.
- changes in the delivery systems used in business training, and in the application of educational media to the learning process.
- proposed changes in client targets on the part of business training suppliers.

The second objective was to understand these changes and trends within the context of Ontario's changing economy and general business environment.

Research Methodology

To gain a contextual understanding of the changes in business training enrollments, a thorough investigation of secondary literature from government sources, business training magazines, and newspapers was done. This information forms the third main section of the report and describes the type of training that is needed if business in Ontario is to become more competitive now and to remain competitive in the future. The general consensus in the literature is that the 1990s will be the **human resource training decade** and the **decade of managing change**.¹

It was somewhat difficult to develop a useful set of working terms to describe the changing enrollment patterns in business training, because so many different types of training are available from so many different suppliers. Generally, however, although there will still be a strong need for technical training in the *hard business skills* such as accounting, economics, and computer application, the literature stresses the need for additional training in interpersonal *soft skills*. A central question to the study was therefore whether or not this shift is being translated into

changing enrollment patterns in both credit and non-credit business training programs and courses.

The study concentrated on continuing education credit courses and programs designed for adult, part-time learners and a list was developed to represent a wide cross section of business training suppliers. To ensure that wide provincial representation was obtained, 13 colleges and universities from every part of the province were contacted.

There are many more suppliers in non-credit business training than there are in the credit granting category. Colleges, universities and private business schools are competitors in this market, but so too are private management consultants. In addition, many large corporations have their own in-house personnel departments that provide non-credit interpersonal skills development training.

Professional business associations were contacted because of their input into and control over the various professionally certified business programs offered through colleges and universities. Additional business associations were chosen because they represent a variety of different business sectors, such as women business owners, family enterprises and minority groups. Five of Canada's largest business corporations were also contacted to ensure that a wide spectrum of business training demand was considered.

RECOMMENDATIONS

The key findings in each section list numerous courses in which there is increased institutional and student interest. These can be used as guidelines in choosing acquisitions or productions. Further research can be conducted to specify context and participation in the subjects of most interest to Home Studies programming. In addition, a study of credentialism, its influence on student choice of courses, and the potential involvement of TVOntario in credentialed education is now under way.

Many of the course trends revealed through this research have already been treated by Home Studies. Some general recommendations for further development can be made:

1. Programming which supplements any of the traditional business programs would be of interest to the colleges, universities, and professional and business associations that teach these courses. Support materials for courses in business planning, taxation, auditing, business law, basic finance, and economics all fall into this category.
2. Programs in the newly important field of telecommunications management could benefit from corresponding programming that focusses on the advantages and complexities of this sophisticated business communication process.
3. The impact on business of drug and alcohol abuse and suggestions for dealing with this problem would also be of value, as would programming that focusses on the more general problems of occupational health and safety.
4. Programming that concentrates on contemporary issues affecting business today such as the environment, new tax laws, child care, and the creation of workplaces that attract and retain valuable staff, would be beneficial, particularly if ways in which businesses can deal with these new pressures are suggested.
5. As a response to the free trade agreement, programs that deal with international marketing, importing, and exporting would be especially useful for small businesses.
6. The importance and the process of good customer service are subjects in demand that can be readily adapted to the video medium. However, this programming should be tailored to reflect the needs of specific industries.
7. All of the aspects of human resource management and interpersonal communication skills would be useful in both credit and non-credit training.

ENROLLMENT TRENDS IN ACCREDITED BUSINESS TRAINING

This section describes the general trends found in formal business training courses and programs offered by 13 colleges and universities around the province. Many of these programs are similar because they have been designed for accreditation by the same professional business associations. In some cases, the colleges and universities did not have complete programs in a subject, but offered only one or two courses. (This information is summarized by program content in Appendix I).

Key Findings:

- Most traditional business courses are still in demand.
- Demand for training in automation and computer applications in business will remain high.
- Demand for courses in small business management, human resource management, business communication, and interpersonal skills will increase.
- New areas of demand for training will be in international business, importing and exporting, customer service, inventory management, telecommunications management, and occupational health and safety.
- Declining areas of training demand are hotel and food management and fashion and retail management.

Current Enrollment Trends

Overall, the study found that most of the traditional business programs are still enjoying steady enrollment. General business programs, accounting, and office administration are all fairly steady areas of business enrollment. With the exception of the University of Toronto, all of the colleges and universities reported an increased or steady enrollment in their **accounting** programs and courses. The University of Toronto attributes its declining enrollment in this area to the declining numbers of lower-level banking staff who usually take these courses for their personal career advancement.

Demand for computer training of all kinds is still high and growing throughout the province. None of the colleges or universities contacted in the study anticipate declining enrollments for computer training because computer programs change rapidly and businesses need continued computer updating.

Some newer programs and courses have been enjoying increased enrollment and slow growth throughout the province. One important recent growth area has been **small business management**. Algonquin College alone has experienced a tripling of the enrollment rate for their small business certificate in only three years, and will be expanding the program this year.

With the exception of Cambrian College in Sudbury and Trent University in Peterborough, most of the colleges and universities reported a recent increase in demand for their courses or certificate programs in **human resource management** and **business communication**. Cambrian College has interpreted their slow growth rate to mean that it takes longer for the training trends that occur in Toronto to reach northern Ontario, but they anticipate increased demand for training in human resource management over the next few years. This increased demand for human resource management training parallels the shift in training focus described in the secondary literature and in a number of previous research studies completed by Planning and Development Research.²

However, enrollment in **hotel and restaurant management** programs has declined. Ryerson concluded that because the hospitality job market is very good at the present time it is not necessary for people to be certified in order to obtain work in the field.

Anticipated Enrollment Trends

A number of colleges and universities expect growth to occur in particular areas of business training and are planning to develop credit courses or entire programs dealing with these potential subjects. In some cases, certain colleges are planning to develop courses or programs which they realize have been successful elsewhere. Conestoga College hopes to establish new courses in **quality assurance** and **customer service** because they anticipate more business development in those fields. Training in customer service was also identified by Cambrian College and Canadore College as a proposed training need for franchise businesses in northern Ontario and they intend to develop courses in this field. The need for training in customer service parallels the recommendations previously put forward by Planning and Development Research³ and in a number of secondary sources.⁴

Although some existing programs and courses such as **business law**, **taxation**, and **international marketing** have had steady but limited

enrollment, a number of colleges and universities expect growing interest in these areas in the next few years. Enrollment in any courses that focus on importing, exporting, and international trade are expected to be in high demand as business competition intensifies with free trade.

Courses and programs dealing with **occupational health and safety** and issues such as **AIDS** and **substance abuse** in the workplace, are being planned by several colleges and universities as areas of training growth. This training focus on health and substance abuse issues confirmed the findings of the recent Planning and Development Research report for Home Studies, *Health Concerns of Ontarians*,⁵ and corresponds to the training recommendations in other literature sources.⁶

Ryerson anticipates more demand for training in **telecommunication management** and is considering establishing a new certificate program in **managing information systems**. They also believe that a new program in **business financial management** could become a popular program for them if targetted at senior financial officers who have heavy decision-making responsibilities.

George Brown College anticipates increased demand for its courses in **purchasing, inventory management, and warehouse management**. They expect an increase in financial support for the training of **front-line managers and supervisors** who have not had previous post-secondary education, by businesses that will increasingly invest in upgrading their own proven people rather than risk hiring from outside. This finding reinforces the findings in the PDR report *Labour Market Transition Project*.⁷

A number of colleges and universities also reported that demand for automation training in **AutoCAD(TM)** and **AutoCAM(TM)** is expected to increase in the future and they are preparing to offer additional courses in these subjects.

Training Trends Identified by Professional Business Associations

The Institute of Canadian Bankers' Programmes, the Administrative Management Society, the Canadian Credit Union Institute, and the Canadian School of Management are also involved with a variety of formal business training programs and report that a number of changes are occurring in their respective training areas.

Since 1968, the Institute of Canadian Bankers' Programmes (ICBP) has cooperated with colleges and universities in offering professional certification in accounting, economics, finance, marketing, and other general business courses. Bank employees with no postsecondary education constituted the largest number of students receiving this training.

The deregulation now occurring in the global banking industry will soon force bankers to be responsible for securities, bonds, and insurance in addition to their traditional banking services. ICBP is attempting to meet this new training requirement through the development of distance education materials and through the development of a Professional Bankers Program and Bank Financial Management programs that are targeted at bank employees who already have advanced postsecondary education. The demand for the newer ICBP programs is picking up dramatically and they now have about 1500 people enrolled across Canada in the professional program alone.

The Canadian Credit Union Institute (CCUI) also has a technical business fellows program that is offered through colleges and universities. According to Charlotte Ewbank, Training Manager of CCUI, no changes are planned for the CCUI fellows program because they believe it already has a sound balance of *hard skill* and *soft skill* courses. Enrollment in this program has not grown as expected and they are not sure whether this is indicative of changes in training needs or the result of poor publicity and poor marketing of the program itself.

Professional membership with the Administrative Management Society (AMS) is obtained through completion of their five-course business certificate. AMS has found that demand for their certification program has declined steadily over the last few years. Today's managers are increasingly expected to specialize and AMS suspects that their program is now too general.

Enrollment patterns more closely follow the trends described in the literature for programs offered by the Canadian School of Management (CSM), a private business school that offers diplomas and business certificates. According to Dr. Yvonne Bogarya, there definitely is a trend to taking courses in leadership, management, communications, and so on. She reports that CSM is now moving into the area of so-called *soft skills* rather than the purely finance and accounting courses which have been the traditional fare of business schools.

ENROLLMENT TRENDS IN NON-CREDIT BUSINESS TRAINING

This section describes the general trends identified by the suppliers of non-credit business training. Some of these suppliers are connected to colleges and universities, some are private training consultants, and some private business schools.

Key Findings:

- **Non-credit business training is growing faster than accredited training.**
- **Demand is increasing for training in interpersonal communication, human resource management, business communication techniques, organizational behaviour, and supervisory skills.**
- **Slower demand for these courses is occurring in Northern Ontario.**
- **Training in contemporary issues such as new taxation laws, pay equity, environmental concerns, and so on will continue as new issues arise.**
- **Consulting firms that offer non-credit training will begin to target middle management, clerical staff, and production workers and more of their training will concentrate on interpersonal business skills development, literacy, and numeracy.**

Trends in Non-Credit Training Provided by Colleges and Universities

All of the universities and colleges contacted in this study have some type of non-credit training centre or division that conducts short-term business training. With the exception of Cambrian College in Sudbury and Algonquin College in Ottawa, all of the colleges and universities described a trend in increased interest and demand for training in **interpersonal business skills, human resource management and business communications**. However, all the colleges and universities in the study said that this is still a relatively new trend and in most cases has not necessarily been translated into formal, certificate programs. According to Professor Richard R. Faryon, Director of York University's Centre for Continuing Education, "Anything dealing with people is becoming more

and more important and the whole area of human resource management will grow."

However, this increased interest has not been uniform throughout the province. Algonquin College reported having no seminars or workshops in the *soft skill* area, but satisfies the demand by trying to incorporate these elements in their regular certificate programs wherever possible. Sir Sandford Fleming College in Peterborough, on the other hand, has established a conference centre specifically for *soft skill* seminars, but has found that local demand is still low. Cambrian College in Sudbury has not experienced any real increased demand in non-credit courses dealing with *soft skill* training, but they believe this to be because trends take somewhat longer to reach northern Ontario.

In comparison, another northern Ontario school, Canadore College in North Bay, reported an increased demand for courses focussing on supervisory and management skills training. Their chief demand trend is in the human resource areas of **organizational behaviour** and **supervisory skills**, for which they offer non-credit seminars and workshop courses.

Trends in Private Management Consulting

According to a 1988 study by the Labour Market Research Group of the Ontario Ministry of Skills Development, private consulting and management agencies in Ontario are currently meeting the training needs of only one sector of the business community: **senior level executives and management personnel**. Eighty percent of the consulting firms focus their efforts on executive and management development. Seventy-four percent also provide training in supervisory skills; 55% in sales and marketing training; only 20% in industrial and technical training, and only a further 15% in basic remedial education within the workplace.⁸

In the future, consultants will address the needs of **middle management, clerical and office staff, and production workers**. The areas presently underserved by the consulting sector are: 1) **manufacturing**; 2) **health and social services**; 3) **primary industries**; and 4) **customer service**. These consulting firms also now report that they will most likely expand their clientele to include blue collar groups in technical, clerical, and production and repair occupations.⁹

Trends in Non-Credit Training Provided by Professional Associations and Private Business Schools

In addition to the non-credit training provided through colleges, universities and management consultants, professional business associations and private business schools are also competing to provide seminars and workshops.

The non-credit sector of business training has been the greatest area of growth for the Canadian School of Management. According to Dr. Bogarya, vice-president and dean of academic affairs, most of their non-credit workshops and seminars are oriented toward corporate in-house training: "There's definitely more interest in a psychological approach to management, teamwork, group dynamics and so on."

In addition to its fellows program, the Canadian Credit Union Institute also has a six-day intensive management school program. Some of the modules they offer in the intensive program deal with cooperative management, the dynamics of cooperative organizations, shareholder relationships and contemporary issues. They are developing additional modules for human resource management, financial management for credit unions, and marketing. There is declining demand for CCUI's certificate program, but fast-growing demand for their intensive management school.

Dennis Strong of the Ontario Society of Training and Development (OSTD) reported that OSTD is also experiencing greater demand for training in interpersonal business skills, especially for courses that offer an integrated approach combining *soft skills* with *hard skills*. To OSTD, this means that the main training imperative is for people to become open-minded about learning and about retraining so that they can cope with the changes occurring in Ontario's economy.

TRAINING NEEDS OF BUSINESS

This section identifies the demand for business training by both large and small business and discusses whether or not those needs are being satisfied through available training programs.

Key Findings:

- **Large companies** will **reimburse** employees for outside accredited training.
- Even so, they prefer to provide non-credit training through their own **in-house training divisions**.
- Training in **creative problem-solving** and in **interpersonal communication** are most desired since companies prefer to hire people who already possess needed *hard skills*.
- The need for training in **workplace literacy** and **numeracy** is increasing.
- **Small business** needs training in **all areas** of business, but will need extra information on **taxation, international trade, and international marketing**.
- **Small businesses** need training and information to be provided in a **concise, non-credit** format and in a style that examines **case studies** and **specific problem-solving techniques**.

Training Needs of Large Businesses

The reality of competition in global markets will require more businesses to **invest more money in training** their own people. In economic downturns, training budgets are usually cut. Now, however, because of free trade, businesses are increasing their training spending. This is an important shift because dollars spent on training in Canada have not been on a par with our competitors' spending. Three quarters of Canadian companies spend nothing on training for their employees.¹⁰

Nevertheless, this study found that the training needs of large businesses are being filled. The five large business corporations contacted in the study (Oshawa Group Ltd., Campeau Corp., George Weston Ltd., Noranda, and Inco Ltd.) all reported that they preferred if possible to hire people who already have the technical skills they require. These

corporations have recognized that technological skills will become harder to find as the skilled labour market shrinks. While these companies recognize **technical training skills** as crucial to valuable employees, they also view open attitudes to **creative problem-solving** as an important attribute of valuable employees.

All of the companies noted that they provide **financial reimbursement** for employees who want to upgrade their own skills, particularly when the training is directly applicable to the job, but reported that the initiative for training must come from the employee.

Each company also reported that they are able to provide non-credit training through their own **in-house training divisions**. They will, however, send people to college or university courses for technical business skills rather than create such programs in house. This was particularly true for computer training.

George Weston Ltd. was the one company that noticed a shift in emphasis within its own in-house training program from *hard skills* to *soft skills*, particularly in the areas of **problem-solving, communication, and effective negotiation**. The company also finds that functional workplace literacy and numeracy are becoming in-house problems, but has not yet decided how to deal with it. George Weston Ltd. is also investing more money in providing **word-processing training** to its middle management people.

Training Needs of Small and Medium-Sized Business

To gain an understanding of the demand for business training on the part of small and medium size business, four business associations were contacted. These were the Canadian Council for Native Business, the Canadian Association for Family Enterprise, the Canadian Organization of Small Business, and the Canadian Association of Women Business Owners. All of these organizations provide informal training seminars and workshops for their members.

The Canadian Council for Native Business and the Canadian Association of Women Business Owners both stated that their members need training in every aspect of **business development**, not only in the newer interpersonal skills development area. They need training in **basic entrepreneurship, developing a business plan, marketing, communication, and public relations**.

The organizations for small business and family business, however, stressed that their members are going to need the same training as large business, but in a scaled-down or compact format. Since small business owners face tighter time constraints than do mid-sized or large businesses, they need information presented in very focussed packages and at times that are convenient to them. Potential small business entrepreneurs frequently have "niche market" ideas that they wish to develop and implement within a six-month period, so they need training very quickly if they're going to go ahead at all.

As the business world becomes more competitive, small business will be seeking ways to implement legislation regarding new taxation policy and pay equity, and will want training in import and export marketing, advertising and public relations.

PARTICIPATION AND DELIVERY TRENDS

This section provides information on the characteristics of adult part-time learners taking both credit and non-credit courses, the types of delivery systems that the suppliers contacted in this study employ to provide continuing education to adults, and information regarding their use of educational media.

Key Findings:

- Most adult part-time learners in credited business training courses are **women seeking career advancement** who **pay for their training themselves**. Professional certification is their goal.
- Employers **reimburse** employees (men and women) for training that is specifically **job-related only**.
- Adult learners prefer specific information that will directly benefit their present situation.
- Adults prefer **seminars, role play, and team exercise** learning.
- Available **educational video** programs make important contributions to teaching and more media resources are desired specifically as supplementary materials.

Characteristics of Adult Part-Time Learners

The study found that there are two main types of part-time business students. The first type includes people who are seeking career advancement and who are paying for their courses on their own. The second includes people who are being paid or reimbursed by their employers to take courses that are directly job-related.

Employers apparently spend more than three times as much on **training of management and executive personnel** than they spend on non-management employees, although the actual amount varies from sector to sector. In the service sector, an annual average estimate of \$340 per manager is spent, versus \$182 per manager reported by manufacturing firms. Less difference was apparent in spending for non-management employees: \$86 in the service sector compared to \$76 by the manufacturing firms.¹¹

According to a Statistics Canada description of adult part-time training in 1986, a large proportion of part-time training was provided by employers and 34% of those who took a business course participated in an employer-sponsored program. The likelihood of taking **employer-sponsored courses** tends to increase with the size of the firm. Organizations of 500 or more employees had 49% participation in employer-sponsored programs. Twenty-one percent took community college courses, 17% took university courses, 11% took courses through their trade unions or professional associations, and 17% through private institutions.¹²

There is also a wide provincial variation in part-time learning trends.¹³ Only nine percent of people in Ontario are **part-time learners** and most are between the ages of 25 and 44. Part-time learners tend to be people who are already well-educated, working full-time in a professional or technical occupation.¹⁴ At most of the ages compared, men were more likely than women to be taking a course. According to the same 1986 Statistics Canada report, fewer married women were likely to be taking part-time courses than were married men.¹⁵ In 1986, the largest proportion of adults in part-time training courses were in **business and commerce courses**.¹⁶

This study found, however, that the majority of **part-time business learners** are **women** who are employed full-time, and who are in various stages of their careers. Some of the colleges were able to give estimated **ratios for the male and female students** in their courses. Algonquin College, for instance, reported that roughly 65% of their students in the small business program are female. About 60% of Ryerson's part-time students are women who already have a degree in their particular subject area but who want to develop a business edge. Cambrian College estimates a male/female ratio of about 50/50 and the experience of Canadore College is similar. The majority of part-time business students at Trent University are women bankers who have been in the workforce for a while. At Seneca College most of their students are female, full-time workers who are seeking career advancement as their main objective. Most are already business practitioners in the 25-45 age group. Wilfrid Laurier University has found that 65% to 75% of their part-time business students are women who work on a full-time basis and who already have one degree.

Wilfrid Laurier also said that most of the **women students** tend to **pay for themselves** and are seeking career advancement. In comparison, most of the **male students** are being **sponsored by their companies**. The other colleges and universities were of the opinion that both **male and female**

students are reimbursed by their employers when part-time learning is directly job-related, but that more female students will pay on their own for part-time education that leads to career advancement.

Learning Delivery Systems

The study found changing trends in the ways that training is being provided. More training programs are being provided on a **non-credit basis**, through different educational media, and with more recognition for the special needs of the adult learner. Adults appreciate instructors who meet their needs, who present material effectively and know their subject matter. ¹⁷

Because adult learners are **problem-centred** and have a serious purpose, they want to apply the theory and knowledge they learn to their **immediate work situation**. Training programs for adults should therefore stimulate, motivate and clearly show the value or use of the new knowledge. **Participation** is best derived through group work, group discussion, small team exercises, role plays, case studies, and projects.

In addition, adult learners usually seek only short but specific pieces of information that are really **critical** to their own jobs. This study found that programs, such as Algonquin's small business diploma program, which have integrated these learning principles are the ones that have experienced the greatest enrollment.

Among trainers, purchasers, and providers of training programs, opinions differ with respect to whether or not internally developed training programs are better than off-the-shelf packages. For most large businesses, the decision actually depends on the training purpose involved. Usually internal programs have a better fit because they are customized and more follow-up is possible. In addition, in-house human resource people have stronger commitments to ensuring that their work is done and properly implemented. The drawbacks to in-house training are **expensive direct and indirect costs** and the danger that in-house trainers are sometimes too close to their own companies to provide really unbiased training advice.¹⁸

Educational Media Usage

The 1984 PDR report, *Feasibility Study on Management Training Through Independent Study*, found that 97% of business managers would appreciate relevant video packages as part of a training course. This report found that a market for educational broadcasting and video programs is definitely available in both the non-credit and accredited areas of business training. All of the contacts reported using film or video in some of their teaching, but few expected to use interactive video because it is simply too expensive.

Conestoga College reported that their use of videotape and audiotapes will increase. Ryerson reported that they rely mainly on traditional blackboards and textbooks for their teaching, although media is used in the case study examples of their courses, particularly for marketing. York University uses videotape widely, but no interactive video. Mohawk College also reported extensive use of film and videotape. Wilfrid Laurier relies heavily on facilitators and role playing with support material from TVOntario. Algonquin College specifically said that supplementary video resources dealing with small business problems and case studies would be especially relevant for their teaching needs.

ECONOMIC AND WORKPLACE CHANGES:

AN OVERVIEW

This section sets the context for understanding the trends already identified in the report. The literature review process revealed changes relevant to this study in a number of areas. These changes are related to the **economy in general, workplace organizational structure, and the subject matter or focus of business training and skills development.**

The importance of the changing economy, and changing labour markets, and their implications for skills training in general has been extensively covered in previous Planning and Development Research reports such as the *Labour Market Transition Project* (July 1989), *External Environment Papers* (April 1988), *Technology in Education I and II* (October 1987 and April 1988), *Trends and Their Implications for Planning in Part-Time Learning* (October 1986), *Feasibility Study on Management Training Through Independent Study* (May 1984) and *Proposal for Development of a Learning Package on Supervisory Skills* (May 1984).

A variety of governmental sources such as *Adjusting to Change: An Overview of Labour Market Issues in Ontario* (Ontario Ministry of Skills Development, June 1988), *Skills and Shortages* (Economic Council of Canada, 1980), *Building A Training System for the 1990s: A Shared Responsibility* (Ontario Ministry of Skills Development, February 1989) and *Job Futures: An Occupational Outlook to 1995, Vols. I & II*. (Employment and Immigration Canada, 1987) also deal with economy and labour market issues. Therefore, there is no need to provide an in-depth review of this material here. Rather, an overview of the key findings in these studies will help to provide the broader context for those trends specifically related to business training.

Changing Business and Labour Markets

Canada's economy and its labour markets are changing quite rapidly as a result of the **free trade pact** and other economic factors. The reduction of trade barriers has forced Ontario to open up **new export markets** and will require industries to adopt **new technologies** to compete. A 1988 study by the Ministry of Skills Development, *Adjusting to Change: An Overview of Labour Market Issues in Ontario* reported that Ontario can no longer rely on its primary resource sector and manufacturing industries as its only source of economic wealth generation. At the same time, the

introduction of complex technological innovation will require more training for managerial and technical personnel.¹⁹

This intense competition is concurrent with a growing shortage of skilled workers. Ontario is attracting fewer and fewer skilled people. Employees now need higher levels of communication, reading, writing and mathematics in addition to well-defined problem-solving skills in order to be competitive. Overall, Ontario's workers need basic skills improvement by 40%. A new era of workplace supply/workplace demand mismatch is resulting in a smaller, insufficiently skilled workforce that will be unable to meet the higher skill demands of the workplace.²⁰

As a result of this decreasing skilled labour supply, most training will continue to be targeted at new employees to develop specific job-related skills. A 1989 report by the Ontario Ministry of Skills Development (OMSD) states that 64% of firms fill vacancies by hiring externally from the existing pool, 24% retrain current employees, and 12% train unskilled new recruits.²¹ It has not been cost-effective for firms to hire very highly skilled people. Forty-four percent of firms say that although they would like to hire skilled people, they are not generally successful in doing so. Firms anticipating shortages intend to train their own people or hire people with as many skills as possible and train them in the other areas they need.²²

According to the OMSD 1988 report, upgrading of both *hard* and *soft* skills is necessary if Canada, and Ontario in particular, are to stay competitive in the changing global market. Technical skills will remain mostly micro-electronically based and will be highly capital intensive, focussing on such computer-assisted manufacturing programs such as AutoCAM(TM), statistical process control, and other computer based *hard* skill requirements.²³ However, interpersonal, communication, and management skills are seen as making the crucial difference in an organization's success.

Changing Workplace Organizational Structure

The changing demand for skills is coinciding with changes in workplace organization and structure. Although many firms continue to organize production along very traditional patterns, the actual occupational combination of skills in the workplace is changing. There will be fewer jobs in the blue-collar sector and less need for pink collar bookkeepers, accounting clerks, and so on, but more employment will be available in

the service sector.²⁴ There will also be less demand for semiskilled and unskilled production-related occupations in the area of processing, product fabricating, and assembling.²⁵

To achieve and maintain a competitive edge in the changing economy, businesses are forced to exact more from all their employees. Workers and managers are being required to master more skills than ever before and to adapt them to changing situations. Managers and senior executives are now expected to be up-to-date on national and international issues, and to relate the impact of these issues to their own business environment. There is also more stress on holistic thinking and creative problem-solving as businesses are forced to deal with increasing external pressures from such sources as consumer and environmental groups.²⁶

Business will be able to remain competitive only if training and education continue to address current labour market problems, especially in high value-added jobs and particularly in managerial and professional positions.²⁷ Between 1981 and 1987, almost three-quarters of the net increase in jobs was in the professional/managerial category, yet in 1987 only 15% of the unemployed classified themselves in that category. Firms are under increasing pressure to create the types of workplaces and benefits that attract and hold specialized and flexible employees.

There are also fewer functionally literate employees, even among those who have been university or college educated.²⁸ Experts and current demographic trends show a growing workforce of intermediate literates who have not attained a functional or employable level of literacy. This group will make up as much as 65% of the entering workforce over the next 15 years. Literacy will, therefore, increasingly require an occupation-specific approach for meeting workplace needs.²⁹

CONCLUSION

TVOntario has already developed a considerable inventory of effective and responsive programming, but the demands are accelerating and the needs are becoming more pressing. Future projections for Ontario's workforce, and consequently the economy, seem very dismal without concerted efforts to address literacy, to ease management and technical skill shortages, to enhance existing educational institutions and systems, and to develop new responses for businesses and individuals who have not been served.

The Ministry of Skills Development has been restructured to integrate the government's education, training, and labour adjustment initiatives into the new labour market realities of the 1990s. Recognizing that training and development are the responsibility of all sectors of society, the government is emphasizing partnerships and cooperation. The trend is clear -- only by combining resources, objectives, and facilities can Ontario training needs be met.

Another example of a response to the need for new clarity and approaches, *Vision 2000*, a base for the future of Ontario community colleges will be released in spring 1990. Sections of *Vision 2000* will outline the colleges' roles in communities, in apprenticeship and skills training, in business and in the educational infrastructure of Ontario.

In February 1990, the federal government appointed Douglas Wright, president of the University of Waterloo, to head a national task force on education. The final report of the study, headed by Thomas D'Aquino and Bob White, on the Labour Market Development Strategy, will be published in April 1990. This group has been working to define how government, business and labour might work together to ensure the human resources necessary for Canada's future.

TVOntario has enormous potential in this cooperative milieu. The English and French language networks, the recognized quality of our educational products, the power of television to educate and inform, and our growing experience in partnerships support our capacity to make a real difference in the educational and socioeconomic future of Ontario.

Further research can support this corporate purpose by closely defining partnerships, target groups, areas of need that can most appropriately be met with video resources, and other crucial directions.

APPENDIX I

BUSINESS PROGRAM DESCRIPTIONS

In order to make a more detailed comparison possible, this section has been organized to deal with enrollment patterns in the part-time accredited training programs offered by colleges and universities. The programs are categorized according to **subject matter or content**. The type of program is first described briefly and then the colleges and universities are listed according to their reported enrollment pattern.

The enrollment patterns are described as follows: *increased enrollment* includes courses and programs in which enrollment numbers have increased markedly; *steady enrollment* defines programs which have enjoyed relatively constant enrollment numbers over the last few years; and *decreased enrollment* categorizes those programs in which enrollment has declined in any way.

ACCOUNTING: includes courses in economics, introduction to microcomputers, business mathematics, business law, business finance, business report writing and human relations.

Increased Enrollment

- Seneca College, one- and two-year diplomas
- George Brown College, four-semester diploma
- Wilfrid Laurier University, six courses
- Cambrian College, six-semester diploma
- Algonquin College, two-year diploma
- Sir Sandford Flemining, diploma
- Conestoga College, courses
- Trent University, certificate
- York University, courses

Steady Enrollment

- Mohawk College, two-year diploma
- Ryerson, eight-course certificate
- Canadore College, two-year diploma

Decreased Enrollment

- University of Toronto, certificates

BUSINESS ADMINISTRATION: includes courses in economics, career management, marketing, accounting, business mathematics, computer applications, business finance, business statistics, operations management, organizational behaviour, preparing the business plan, decision-making, effective selling, international marketing, personnel management, distribution, taxation, auditing and business law.

Increased Enrollment

- George Brown, six-semester diploma
- Trent University, certificate

Steady Enrollment

- Mohawk College, three-year diploma
- Seneca College, three-year diploma
- Ryerson, six-course certificate
- University of Toronto, four courses
- York University, one course
- Wilfrid Laurier, three courses
- Canadore College, three-year diploma
- Algonquin College, three-year diploma

BUSINESS COMMUNICATIONS: includes active listening skills, business writing skills, communications, report writing for business, writing more effectively, writing with power.

Increased Enrollment

- Trent University, courses
- Mohawk College, courses
- York University, courses only
- Algonquin College, 500 new people per year

Steady Enrollment

- University of Toronto, six courses
- Ryerson, five courses

BUSINESS COMPUTERS AND INFORMATION SYSTEMS: accounting, computers, data processing, business administration, business systems, communications technology.

Increased Enrollment

- York University, courses only
- Ryerson, eight courses
- George Brown, four- and six-semester diplomas
- Canadore College, two-year diploma
- Cambrian College, six-semester diploma
- Sir Sandford Fleming, certificate
- Conestoga College, certificate
- Wilfrid Laurier, courses
- Algonquin College, two-year diploma

Steady Enrollment

- Seneca College, three-year diploma

BUSINESS LAW AND TAXATION: arbitration, Canadian business law, Canadian business tradition, settling disputes without litigation.

Steady Enrollment

- University of Toronto, six courses
- York University, courses only, expected to increase
- Wilfrid Laurier, three courses only

ECONOMICS: introduction to economics, international banking and finance, labour economics.

Increased Enrollment

- Trent University, courses only

Steady Enrollment

- University of Toronto, three courses
- York University, courses
- Ryerson, eight-course certificate

FINANCE: includes marketing, financial mathematics, business economics, statistics, organizational behaviour, effective business writing, report writing, professional theory, quantitative decision-making.

Increased Enrollment

- Algonquin College, three-year certificate

Steady Enrollment

- Seneca College, three-year diploma
- Wilfrid Laurier University, three courses

Decreased Enrollment

- University of Toronto, six courses

GENERAL BUSINESS: includes accounting, personal finance, cost accounting, taxation, marketing, human relations for personnel management.

Increased Enrollment

- Ryerson, six-course certificate
- Algonquin College, three-year certificate
- Trent University, courses

Steady Enrollment

- Mohawk College, two-year diploma
- University of Toronto, ten courses
- York University, eight-course certificate
- Canadore College, three-year certificate
- Cambrian College, two-year diploma
- Seneca College, two-year diploma

Decreased Enrollment

- George Brown, four- and six-semester diplomas

HOTEL, RESORT AND RESTAURANT MANAGEMENT: includes hospitality accounting, personnel administration, marketing, organizational behaviour, front office management, introduction to food and beverages, cost control systems, meetings and conferences management, the law of food hospitality and tourism, lodging.

Steady Enrollment

- Seneca college, two-year program

Decreased Enrollment

- Ryerson, ten-course certificate

HUMAN RESOURCE MANAGEMENT (PERSONNEL AND EMPLOYEE RELATIONS):

includes introduction to human resources, personnel research techniques, business management, organizational behaviour, recruitment and selection techniques, financial management and accounting, design and implementation of compensation plans, labour economics, industrial relations, pensions and benefits, pay equity, occupational health and safety, labour law.

Increased Enrollment

- Mohawk College, certificate
- University of Toronto, 13 courses
- York University, one course
- Ryerson, six course certificate
- George Brown, diploma
- Wilfrid Laurier, two courses only
- Algonquin College, three-year diploma
- Canadore College, courses only, 50% more enrollment than last year, but class size still small
- Cambrian College, courses, expected increased enrollment
- Trent University, courses only, expected increased enrollment

Steady Enrollment

- Seneca College, one-year diploma

INTERNATIONAL BUSINESS: includes accounting, marketing, international marketing, business economics, financial mathematics, organizational behaviour, international documentation, international ocean transportation, geography, international business environment, international finance, effective business writing, financing for imports/exports, microcomputer applications, international trade, international business law, comparative international business management.

Increased Enrollment

- York University, one course in international marketing
- Wilfrid Laurier, three courses only, but expected to increase

Steady Enrollment

- Seneca College, three-year diploma

INVENTORY MANAGEMENT: includes principles of inventory and operations control, principles of buying, industrial purchasing, introduction to physical distribution, warehouse management.

Increased Enrollment

- George Brown, courses
- Algonquin College, three-year diploma

Steady Enrollment

- Wilfrid Laurier, one course

INVESTMENT MANAGEMENT: includes commodity futures, financial planning, portfolio management, financial analysis, investment management.

Steady Enrollment

- University of Toronto, four courses

MARKETING: includes accounting, economics, microcomputer applications, business mathematics, retail merchandising, consumer behaviour, report writing, human relations, business law, marketing image.

Increased Enrollment

- York University, eight-course certificate
- Trent University, courses
- Ryerson, six-course certificate
- Wilfrid Laurier, three courses
- Conestoga College, three-year diploma
- Algonquin College, three-year diploma

Steady Enrollment

- Mohawk College, two-year diploma
- University of Toronto, certificate
- Canadore College, three-year diploma
- Seneca College, two-year diploma

Decreased Enrollment

- George Brown, two different diplomas

OFFICE ADMINISTRATION: includes organizational behaviour, communications, word-processing, finance, microcomputers, report writing and oral communications, records management, accounting, office systems.

Steady Enrollment

- Canadore College, two-year diploma
- Mohawk College, two-year diploma
- George Brown College, three-year diploma

ONTARIO MANAGEMENT DEVELOPMENT PROGRAM: coordinated by the Ontario Ministry of Skills Development in cooperation with Ontario's community colleges. Courses include general business management, successful small-business management, professional selling skills, marketing, effective supervision, leadership, effective labour relations and others.

Increased Enrollment

- George Brown College
- Algonquin College
- Conestoga College
- Canadore College

PURCHASING AND RETAIL MANAGEMENT: includes principles of transportation, principles of quality, inventory and operations control, plant layout and material handling, construction theory, financial accounting and business law.

Increased Enrollment

- George Brown, three courses only
- Ryerson, seven-course certificate
- Algonquin College, two-year diploma

QUALITY ASSURANCE: includes fundamentals of quality assurance, statistical methods in quality, management of quality, principles of reliability, engineering practices, metrology, technical reporting.

Increased Enrollment

- Ryerson, six-course certificate
- George Brown, courses only
- Conestoga College, one course

QUANTITATIVE MANAGEMENT METHODS: includes courses in business statistics, introduction to decision analysis, multiple regression analysis, linear programming, computer literacy in business, financial management.

Steady Enrollment

- Ryerson, eight-course certificate

RETAIL FASHION MANAGEMENT: includes sales management, introduction to marketing, visual merchandising and display, fashion buying, retail management, retail promotion.

Decreased Enrollment

- Ryerson, ten-course certificate
- George Brown, four-semester diploma
- Cambrian College, three-year certificate

SMALL BUSINESS MANAGEMENT: includes courses in starting a business, financing a small business, marketing, management skills, government rules and regulations.

Increased Enrollment

- University of Toronto, six courses
- York University, courses only
- Wilfrid Laurier, one course
- Algonquin College, six-month program
- Mohawk College, one-year certificate

Steady Enrollment

- Seneca College, two- and three-year certificates
- George Brown, six-semester diploma
- Canadore College, two- and three-year certificates

TELECOMMUNICATIONS MANAGEMENT: includes administrative management, telecommunications technology and application, managing telecommunications, integrated networks, data communications.

Increased Enrollment

- Ryerson, eight-course certificate

APPENDIX II
CONTACT LIST

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